



## **British Values Policy**

**Pre-school Manager: Nicky Benson-Dare**

**This policy will be reviewed annually. It will also be revised following any concerns and/or updates to national and local guidance and procedures.**

## Statement

We actively promote inclusion, equality of opportunity, valuing diversity and British values. Under the Equality Act 2010, which underpins standards of behaviour and incorporates both British and universal values, we have a legal obligation not to directly or indirectly discriminate against, harass or victimise those with protected characteristics.

We make reasonable adjustments to procedures, criteria and practices to ensure that those with protected characteristics are not at a substantial disadvantage. As we are in receipt of public funding we also have a public sector equality duty to eliminate unlawful discrimination, to advance equality of opportunity, foster good relations and publish information to show compliance with the duty.

Social and emotional development is shaped by early experiences and relationships, and incorporates elements of equality and British and universal values. The Early Years Foundation Stage (EYFS) supports children's earliest skills so that they can become social citizens in an age-appropriate way. This means they will be able to listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration for other people; take turns in play and conversation; avoid risk and take notice of rules and boundaries; learn not to hurt or upset other people with words or actions; and understand the consequences of hurtful/discriminatory behaviour.

## Procedures

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for all, are already implicitly embedded in the EYFS and throughout our everyday practice and activities.

- We promote democracy and making decisions together (through the prime area of Personal, Social and Emotional Development).
- As part of the focus on self-confidence and self-awareness, we encourage children to see their role in the bigger picture, encouraging them to know that their views count, to value each other's views and values, and talk about their feelings, for example, recognising when they do or do not need help.
- We support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.
- Children are supported to understand that rules matter (through the prime area of Personal, Social and Emotional Development).
- We ensure that children understand their own and others' behaviour and its consequences. We collaborate with children to create rules and codes of behaviour, for example the rules about tidying up, and ensure that all children understand that rules apply to everyone.

- We encourage individual liberty (through the prime areas of Personal, Social and Emotional Development, and Understanding the World). Children should develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge and self-esteem, and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
- We encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example discussing in a small group what they feel about transferring into Reception Class.
- We encourage mutual respect, tolerance and treating others as you wish to be treated (through the prime areas of Personal, Social and Emotional Development, and Understanding the World). We create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- We support children to acquire tolerance, appreciation and respect for their own and other cultures; know about similarities and differences between themselves and others, and among families, faiths, communities, cultures and traditions. We encourage and explain the importance of tolerant behaviours, such as sharing and respecting other's opinions.
- We promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural or racial stereotyping.

In our setting it is not acceptable to:

- Promote intolerance of other faiths, cultures and races.
- Promote gender stereotypes or routinely segregate girls and boys.
- Isolate children from their wider community.
- Fail to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.

Prevent Duty:

- Under the Counter-Terrorism and Security Act 2015 we also have a duty "to have due regard to the need to prevent people from being drawn into terrorism". Please see our Prevent Duty Policy